

Considering the Validity of a Performance Task

Scenario using G.R.A.S.P.S.

GOAL: The general learning goal (Stage 1) you need specific evidence for

The task below is meant to determine the extent to which students can identify and explain the literary elements in selected readings which includes character, setting, plot, theme, and point of view.

TASK: The proposed performance task (Stage 2)

I am proposing the following authentic task as a valid assessment of the Stage 1 goal, above:

Goal in the scenario: You will create a children's book on the *Storybird* website using literary elements in a fiction story.

Role student will play: You are a children's author of Kindergarten books. You will be promoting the sales of your latest storybook at the local Barnes and Noble.

Audience: Kindergarten students and their parents

Situation: After reading your story, the Kindergarteners will decide if they want to purchase your book to have in their home book collection.

Product/Performance: Students will pre/post assess their attitude towards the writing process by completing a writing survey. Students will read picture books that illustrate well-developed characters and identify the common elements within. Through peer collaboration, they will create character traits, conflict and resolution, setting, and plot. On the *Storybird* website, students will generate a 5-10 page fiction story, including character development, literary elements with illustrations to support the plot.

Standards & Criteria for Success: Your *Storybird* book will include 1 or more character development with a simple plot including conflict and resolution. Illustrations will relate to the plot and setting. Correct grammar usage, mechanics, spelling, and capitalization. Graphic organizers include: character map, plot template/sequence of important events, brainstorming conflict. There will be a grading rubric to evaluate the Children's Picture Storybook.

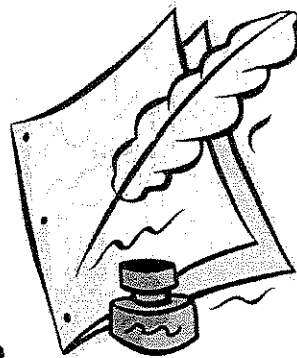
Self-assess this GRASPS idea using the 2-question validity test:

How likely is it that students could do well at the task proposed in Stage 2 without meeting the goal in Stage 1?

How likely is it that a student could do poorly at the task in Stage 2 but for reasons that have little to do with the goal in Stage 1 (and other things they say and do during the task makes you think that they could achieve the goal in another task)?

The more likely you think both are, the less likely it is that the link is valid.

Writing Survey



Name:

Date:

- | | | | |
|--|-----|----|-------|
| 1. I like to write. | Yes | No | Maybe |
| 2. I like to publish my writing. | Yes | No | Maybe |
| 3. My family likes to read my stories/writing. | Yes | No | Maybe |
| 4. Kids in my class help me write. | Yes | No | Maybe |

5. Do you consider yourself an author? Why? Why not?

6. What kind of writing do you like?

☐ letters ☐ poetry ☐ science fiction/fantasy/fairy tales ☐ science reports
☐ biography/autobiography ☐ realistic story ☐ history or social studies report
☐ mystery ☐ plays

7. How do you decide what you're going to write about?

8. The hardest thing about writing is....



Picture Book Review

After reading your picture book, you will critique the book using the following checklist. Then you will share your review with the class.

1. Main Character-

The main character is clearly identified in the text, you understand his traits and this matches the illustrations.

_____ yes _____ no _____ not sure

2. Problem/Solution-

The main character has a problem. The problem is solved, and/or the story teaches a lesson.

_____ yes _____ no _____ not sure

3. Setting/Plot-

You understand the events in the story. They are in order and the text tells you where and when these events take place.

_____ yes _____ no _____ not sure

4. Illustrations-

The pictures work with the text in the story. You can understand the story better with the illustrations.

_____ yes _____ no _____ not sure

5. Literary Devices-

The author used alliteration, repetition, onomatopoeia, simile, or personification to help support the story.

_____ yes _____ no _____ not sure

Based on your review, would you recommend this picture book to a friend? Why? Why not?

Three Elements of Characterization

- **Physical appearance**
What does the character look like?
- **Actions, speech, and behavior**
What does the character do? How does the character behave? What does the character say?
- **Interactions with others**
How other characters in the story react to this character.

Story Mapping
Character Development

Character Map

The diagram consists of three rectangular boxes arranged in a triangle, each with a question above it. Lines connect the boxes to a central illustration of four cartoon characters. The left box is labeled 'What does the character look like?'. The bottom box is labeled 'How does the character act?'. The right box is labeled 'How do other characters in the story react to this character?'. The central illustration shows four characters: a man with glasses, a woman with dark hair, a man with a beard, and a woman with blonde hair.

What does the character look like?

How does the character act?

How do other characters in the story react to this character?

read·write·think
International Reading Association NCTE
Supported by the Verizon Foundation

Other vocabulary terms useful in developing characters:

Protagonist- The main character in a story. The protagonist experiences the conflict in the story. The protagonist does not have to be "good."

Antagonist- The cause of the conflict. The antagonist doesn't have to be a person.

Dialogue- The words a character uses in conversation and how they are used gives the reader insight into the character.

Stereotype- A character that is over simplified. Lacks originality or individuality.

Plot Pitch Template

Use the template below as a guide for organizing the text of your story.

- This template is a suggestion of how the text of a 14-page children's picture storybook could be organized. It does not include the illustrations.
- Boxes 1 and 8 are one-page spreads.
- Boxes 2 through 7 represent two-page spreads.

1 Introduce characters. Establish the setting.	2 Introduce the main conflict.	3 Actions taken to deal with the conflict. Resulting complications.	4 Actions taken to deal with the conflict. Resulting complications.
5 Actions taken to deal with the conflict. Resulting complications.	6 Climax. Presentation of the correct action for solving the conflict.	7 Examination of the main character's feelings.	8 Resolution. ("Tuck in" the main character.)

Plot Pitch Peer Questions

Use the following questions to help develop feedback during the plot pitch peer session activity.

1. Does the main character have one or more identifiable traits that appeal to children?
2. Is the conflict something that a child will understand?
3. Does the main character attempt at least three different actions in an endeavor to solve the conflict?
4. Is the conflict resolved through the main character's self-reliance?
5. Overall, does the plot have "turnability" potential? Will the reader be drawn in by the plot and want to turn each page to find out what happens next?
6. Will the reader care about what happens to the main character?
7. Where are the more exciting places?
8. Where are the places that need more "zip" added to them?

Brainstorming the Conflict

1. What is the conflict? In one sentence, describe the conflict the main character will face in your story.
2. How will it be dealt with? In the left column, list actions that the main character will take to deal with the main conflict. In the right column, list complications that would or could result from the action listed in the left column.

Action	Complication

Tips for Writing a Children's Picture Storybook

Definition

Children's Picture Storybook—A work written for children that uses both text and illustrations to present a simple plot.

Format

Most picture books average 30 pages, consisting of 14 to 16 two-page spreads. A spread is the two pages of an open book.

Text

- The text of a children's book should be organized into simple sentences and short paragraphs.
- The use of active verbs will keep the story vivid in the reader's mind.
- Children's book authors employ literary tools to help make the story more vivid in the reader's mind. Rhythm, alliteration, repetition, refrains, onomatopoeia, simile, personification, rhyme, and imagery are commonly used devices.
- Consider ending each page with a question or other method that sparks the reader's curiosity for what will happen next.
- Repeating a phrase throughout the story will help hold your reader's attention.
- Use a question at the end of the page to help move your reader to the next page.

Illustrations

- Some picture books have an illustration on the front cover that presents the main conflict or point of the story.
- The illustrations are usually created after the text has been written.
- Illustrations serve as a partner to the text.

Characterization

- The main character should have one or two easily identifiable dominant traits.
- Present the traits of your characters through both the illustrations and text.
- Young children should be able to easily identify with the dominant traits.
- Avoid using text to present detailed descriptions of what the characters look like. Let the illustrations present the physical details of the character.

Conflict

- Limit your story to just one conflict that the main character must overcome.
 - The main character should be able to deal with the main conflict in concrete terms.
 - The main character should resolve the conflict him- or herself.
 - Four of the most common types of conflict are individual vs. individual, individual vs. society, individual vs. nature, and individual vs. self.
 - Some of the most common concerns of children include acceptance by others, family dynamics, physical growth (especially size and looks), and fear of the unknown (e.g., learning something new, participating in a new activity, going to a new place, getting lost).
- ## Plot
- A solid, well-developed plot is essential to creating a good children's book.
 - The resolution of the conflict should teach a lesson. However, the lesson should not be told in a didactic way but instead be presented indirectly through the plot.
 - Jump right into the main conflict of the story.
 - Flashbacks should be used with great caution. They can confuse younger children.



Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Story Writing : Creating a Children's Storybook Using website Storybird

Teacher Name: **Ms. Zavar**

Student Name: _____

CATEGORY	4	3	2	1
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Style	Consistently used nouns and verbs, literary devices as well as a variety of sentence types that matched writing to the audience.	Used a variety of words and sentence types and tried to match writing to the audience.	Choice of words and sentence types was limited and writing didn't really match the audience.	Word choice was very limited and the sentences were simple.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.